

**Developing Speaking English Learning Materials for Grade X
Students of Fashion Study Program in SMKN 1 Depok, Sleman
Based on Curriculum 2013**

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Abstract: The objectives of this study are to identify the target needs and the learning needs of grade X students of Fashion Study Program at SMKN 1 Depok, Sleman, Yogyakarta, and to develop appropriate English speaking materials for the tenth grade students of fashion study program at SMKN 1 Depok, Sleman, Yogyakarta. The study belongs to Research and Development (R&D). The steps of the study were conducting needs analysis, writing the syllabus, developing the first draft of the materials, conducting expert judgment, and writing the final draft. The data were obtained by distributing questionnaires. There were two questionnaires distributed in the research: 1) needs analysis questionnaire, and 2) expert judgment questionnaire. This study involved 31 Grade X fashion study program students as the research subjects and an evaluator for the expert judgment. The needs analysis questionnaire was distributed to the students to identify the target needs and the learning needs, while the expert judgment questionnaire was used to evaluate the materials. The data from the needs analysis questionnaire were analyzed using frequency and percentage, while the data obtained from the expert judgment questionnaire were analyzed using descriptive statistics. The research developed three units of Speaking English learning materials for grade X students of the Fashion Study Program. There were 17 tasks in each unit that were organized into *Lead-in*, *Main Lesson* which comprises of *Observing*, *Questioning*, *Collecting data*, *Analyzing Data*, *Communicating*, *Creating*, and *Reinforcement* which includes *Fun Space*, *Word Bank*, and *Self-reflection*. Pictures, simple dialogues, and questions were the preferred input texts. The preferred activities in the materials were practicing dialogues in pairs and role-playing. For pronunciation, the preferred input was listening to the way how selected words are pronounced and imitating them. The setting for the materials was in pairs and groups with role-play activities conducted outside of the classroom. The activities allowed students to be active participants, who not only responded to the explanations and questions from the teacher, but also provided suggestions, criticisms, and feedback to the teacher while the teacher was expected to be a facilitator that helped students learn in the class. Based on the result from the expert judgment, the content, language, presentation, and layout of the materials were appropriate as shown by the mean value 3.76.

Key words: *Speaking skills, Fashion study program, curriculum 2013*

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Introduction

Seeing the rapid development of fashion in Indonesia, the quality of the workers in this field must be considered. Since fashion industry is holding a certain important role in controlling the flow of exports and imports of commodities, English skills are needed to deal with international commerce. Therefore, English training is needed by workers in fashion industry.

One of the potential fashion employee sources is derived from Vocational High School graduates. Vocational High School is one of educational institutions that aim to prepare their students to become readily used workers after graduating from school. Vocational High School implements education and training according to the standards of competence to train professional graduates. Fashion study programs as one of the study programs of Vocational High School, emphasizes on the manufacture of clothing in the management and organization of the fashion business in order to compete in developing a professional attitude in the field of fashion. Graduates of fashion study program can pursue a career as a designer, pattern makers, entrepreneurs in the field of fashion, working in a garment factory as a seamstress as well as sewing operator, supervisor operator, cutting, production manager, samples developer, etc. Therefore, students of vocational schools are prepared to become skillful in their own subjects so that the vocational school graduates are more experienced in the workplace.

In line with the discussion above, English lesson becomes the special needs of the students. English subjects are directed to make students able to communicate in English at a certain level of literacy. In this case, students are expected to develop the knowledge, skill, and understanding to become professional employees in their field. However, the English learning materials used in Vocational High School (*SMK*) of 1 Depok were too general. The course book did not focus on each study program in the *SMK*. Moreover, the students of the school need the learning materials that were strictly in line with their study program. In other words, the materials must be appropriate with the student's needs and characteristics.

To meet the above needs of English materials which are appropriate for the study program, the study discussed the design of speaking English learning materials particularly in the field of fashion study program. To fulfill the students' needs and characteristics, English for Specific Purposes was required in order to support students' needs to be able to communicate using English accurately, fluently, appropriately, and confidently in a variety of situations in the workplace and society. Then, the principle of Task-Based Language Teaching was used to train students to be active in speaking English using meaningful and in target language task. Finally, the steps of Scientific Approach were used because the method is recommended by the Curriculum 2013.

Research Method

The purpose of the research was to develop English learning materials for grade X students of fashion study program. The study consisted of developing products and testing the effectiveness of these products to be suitable to the original purpose. Therefore, this study was in line with Research and Development.

This research was conducted at SMKN 1 Depok, located at Ring Road Utara, Maguwoharjo, Depok, Sleman, from June until December 15th 2014. The subject of this research was 31 grade X students of fashion study program.

The instrument of the research was questionnaires. The data were in the form of quantitative and qualitative. The quantitative data were gained from the questionnaires of the needs analysis and the expert judgment, while the qualitative data were gained from the comment or opinion from the expert related to the assessment of the materials.

In analyzing the quantitative data, as the nature of the questionnaire was that the students can choose more than one answer, each answer was analyzed by calculating the percentage of each choice. Then, the data were presented in descriptive statistics. The second questionnaire was proposed by using four options based on Likert-Scale from McKay (2006). It asked the respondent to indicate the strength of his/her agreement and disagreement dealing with the provided statements. The response for every statement were measured with a score 1 to 4.

After the statement was determined, the data gathered were calculated by using formula proposed by Suharto (2005) to find the range of data interval. After that, the data were converted into descriptive statistics. It aimed to summarize a given data set which cannot be represented entirely. Mean (\bar{x}) was used in this research as the indicator measurement.

The qualitative data were derived from the expert judgment's comments and opinion related to the assessment of the materials. The data shows that materials developed was quite good. However, there were still some grammatical mistakes in the materials. The *Communicating* part in Unit 1 was also unclearly stated and the scaffolding needed to be strengthened.

Findings and Discussions

Before designing the materials, needs analysis was conducted to identify the target needs and the learning needs of the students. It was conducted on December 15, 2014 by distributing questionnaires to grade X 31 students of fashion study program. The distributed questionnaire was intended to elicit information on the students' target needs and learning needs.

Based on the needs analysis results, the target needs of the grade X students of Fashion Study Program at SMKN 1 Depok are described as follows.

1. Target Needs

In terms of necessities, more than half of the students' (52.2%) learned English in order to be able to communicate in English. Half of the students (50%) study English in order to communicate in English in workplace situation, and to be able to access information written in English related to their work field. It could be concluded that students want to communicate in English better which includes ability to access information on fashion that is written in English.

Related to English proficiency, 46% of the students were in the beginner level. It shows that their abilities were in the range of mastering a few practical expressions and vocabulary, mastering a little grammar and pronunciation which was still influenced by their mother tongue/native language. Their lacks in using English were related to understanding the meaning of longer sentences in English (22%), difficulty in memorizing vocabularies in English (19.5%) and difficulty in mastering grammar (19.5%).

2. Learning needs

After studying the materials, 30.1% students expected that they can communicate appropriately and effectively in English. Regarding the topic, 35.3% of students chose topics which were related to their study program.

In terms of input, 48.8% students wanted simple dialogue as the input. As the materials developed were the integration of listening and speaking skills, the input in the form of audio was considered. 30% of the students wanted the duration of recording in listening activities as input as three to four minutes.

In terms of procedures, 15.5% of the students stated that the activities which are effective and they like for learning speaking are pair dialogues. Another 15% students wanted role-play. The other 11.4% preferred story telling. Still related to micro-skills of speaking, learning pronunciation is considered. As much as 33.4% students stated that the activity which is effective and likeable to learn pronunciation was listening to the way of selected words were pronounced and then imitating them. The last component of the learning needs was setting. Setting consisted of learning mode and learning environment. Related to setting, 57.1% students preferred to do the discussion in pairs when doing tasks. In the environment mode, 40.4% students said that their favorite place to do the task was outside the classroom.

Related to learner's role, 23% students expected to be active participants who responded to teacher's explanation or teacher's question in class. As much as 14.7% expected that they could be active participants who were directly involved in social activities in the classroom both with teachers and with classmates. The other 14.7% expected that they could be an active participant in the communication.

Related to teacher's role, 29% students wanted their English teacher to be a facilitator that helped them learn in the class. This was followed by 23.2% students who expected that the teacher could give an example first before doing any tasks, and 18.9% students who asked the teacher to give the opportunity to discuss and have a question and answer session openly.

After obtaining the results of needs analysis, the syllabus was developed as a framework of developing the materials. In developing the syllabus using the curriculum 2013 of Vocational High School. After developing the syllabus, first draft of the materials was developed.

The materials were developed according to the concept of English for Specific Purposes proposed by Hutchinson and Waters (1987). Then, the principle of Task-Based Language Teaching was used to train students to be active in speaking English using its meaningful and in target language task. Finally, the steps of Scientific Approach were applied because it is recommended by Curriculum 2013. Considering these three principles, the materials developed were expected to make the students improve their speaking skills efficiently based on curriculum 2013.

The developed materials consisted of three units. Each unit consists of several tasks in range of 17 tasks. The unit was developed by following the concept of task-based language teaching proposed by Nunan (2004). It emphasizes on doing tasks that require communicative language use. Unit One was derived from basic competences 3.1 and 4.2. It focuses on how to do self-introduction. Unit Two was derived from basic competences 3.2 and 4.2. In this unit, the students learn how to give and respond to a compliment. Unit Three was derived from basic competences 3.3, and 4.3. The unit presents how to give and respond to a concern.

The organization of the units was also in line with grading, sequencing, and integrating proposed by Nunan (2004). Each unit is divided into three sections: introduction, main lesson, and reinforcements. Introduction consists of unit title, learning objectives, and also lead-in tasks. It is followed by main lesson. Main lesson implements scientific approach that consists of *observing, questioning, collecting data, analyzing data, communicating*, and for language learning, the step *creating* is added. Reinforcement consists of *evaluation, learning journal, summary, and glossary*.

After the materials were developed, an evaluation was conducted. An Expert judgment questionnaire was given to a materials expert in English language teaching. The questionnaire was developed based on the instruments of textbook evaluation proposed by BNSP. It was distributed to verify the appropriateness of the materials in aspect of content, language, presentation, and layout. The theories of Likert-Scale proposed by McKay (2006) and formula of the mean central tendency proposed by Suharto (2006) were used in this questionnaire.

The results of the expert judgment questionnaire were presented in descriptive statistics. The result shows the mean value 3.76, which means that the materials were generally appropriate because they met the requirements of *very good* interval that was ranged from 3.5-4.

Conclusion

Based on the result of needs analysis, students want to communicate English better and be able to access English written information of fashion. Related to English proficiency, most students were in the beginner level. Their lacks in using English were related to understanding the meaning of longer sentences in English when using English. They expected that they could communicate appropriately and effectively in English. They have the desire to learn English with topics related to their study program. To improve their speaking skills in the target language, they wanted the activities in the form of dialogue pairs and role-play. To learn pronunciation, they wanted to listen to the way of selected words were pronounced and then imitate them. Related to setting, students preferred to do the discussion in pairs when doing tasks. In environment mode, students said that their favorite place to do the task was outside of the classroom. Related to learner's role, students expected to be active participants who respond to teacher's explanation or teacher's question in class. Related to teacher's role, 29% students want their English teacher to be a facilitator that helps them learn in the class.

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